



English Language Learners Education Plan

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Note: The English Language Learners Education Plan is meant to provide a local plan for the growth and achievement of our English Language Learners. It is also meant to clarify local processes and procedures. This plan is not comprehensive in nature as BOE Policy, WI DPI English Learner Policy Handbook, and State/Federal Law are not fully included in this guide, but are utilized.

Reference the WI DPI English Learner Policy Handbook for guidance not contained in this document.

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Introduction to the Program

The Beaver Dam Unified School District primarily utilizes two Language Instruction Education Programs (LIEPs) to meet the needs of English Language Learners. **The Sheltered ESL Instruction Model** includes instruction that incorporates both language and content simultaneously using the Sheltered Instruction Observation Protocol (SIOP). The primary focus is on academic content learning with the acquisition of English being part of the instructional outcomes. In the **Integrated ESL Model**, English Language Learners are served within the general education classroom by a certified ELL teacher or paraprofessional. The ELL teacher or paraprofessional may be supporting ELs during a mini-lesson or wait for instruction to be completed before working in a small group with ELs. Both models include collaboration between General Education Staff and ELL Staff to ensure students receive modified materials and appropriate support in the general education classroom.

In addition, in alignment with our Response to Intervention model, students with the most need for development in the English language receive additional intervention and support (Rtl). This can include individual, small group, or classwide support.

Additional Resources

[WI DPI: EL Policy Handbook](#)

[Beaver Dam Unified School District Policies](#)

[Beaver Dam Unified School District EL Webpage](#)

[World-Class Instructional Design and Assessment \(WIDA\)](#)

EL Program Goals

The goal of the EL Program is to effectively serve all students, families, and educators so that students in the program are able to academically achieve at grade level or higher and develop an English Language Proficiency that meets or exceeds their annually identified goal.


Identification of Potential ELL Students

Process When A New Student Enters The District

- 1) New student enters district:
 - a) a. Parents complete the required Home Language Survey
 - i) The registrar (school or district) will send a copy of the form to the ELL Program Coordinator. The original form is filed into Student Records.
 - ii) The ELL Program Coordinator will review students' previous records including language background and experiences, EL/Bilingual program assessments, plans of service, and other relevant information.
- 2) Students who meet one of the following are identified for possible further evaluation:
 - a) Communicate in a language other than English
 - b) Whose families use a primary language other than English
 - c) Use a language other than English in daily non-school surroundings
 - d) When a language other than English has influenced their language development

Note: Having another language spoken in the home or routinely used in other settings is not an automatic identification of a student as Limited English Proficient (LEP). A preliminary evaluation is conducted to determine possible placement in a language instruction program. ELL consultation with parents is needed to ensure proper identification.
- 3) Test for English Proficiency: All identified, eligible students will be evaluated on their current English language proficiency level using the WIDA Screener for Kindergarten or the WIDA Screener Online. This will be arranged by the ELL Program Coordinator though may be administered by any trained staff.
- 4) Once administered, the results will indicate a level of 1-5 English proficiency. The ELL Program Coordinator will communicate with parents to discuss the results, determine a plan of service, and complete a parental notification letter.
 - a) Depending on the identified ELL student's language proficiency level, recommended programming/placement will vary depending on their current level. Keeping in mind the various differences in students, academic progress will also be taken into consideration. ELL staff will review cumulative folders and acknowledge past ELL/Bilingual services, academic experience, and include parent consultation.
 - b) Parent(s)/Guardian(s) may refuse services.
- 5) When a student is placed into the EL Program, an Individual Learning Plan (ILP) will be initiated for students and will be updated yearly.
 - a) Students with parent refusal for service will not have ILPs.

Process Timelines

	Days From Enrollment	Activity
	Upon Enrollment/Registration	The Home Language Survey is filled out when a new or returning student enrolls into the school district.
	2 or less	Within two days, the registrar for the school or district will forward the Home Language Survey to the <u>ELL Program Coordinator</u> .
	Prior to or on 1st Student day	After receiving the Home Language Survey, a member of ELL staff will meet with the student and the principal or the guidance counselor in order to determine a school schedule. Schedule shall reflect apparent needs prior to determining ELP level.
	10 or less	Within 10 days, the ELL Program Coordinator will administer the WIDA Screener Online for grades 1-12 or the WIDA Screener for Kindergarten to determine a student's English Language Proficiency level.
	20 or less	After the English proficiency screener results are reviewed, the ELL Program Coordinator or ELL teacher will communicate with parents to discuss a plan of service and consent (within 30 days of enrollment). The original test scores will be archived in the student ELL file, copies will be placed in student's school records. The ELL Program Coordinator or ELL teacher will discuss the English language proficiency results with teachers and appropriate staff.
	30 or less	If parents accept EL services for a student, an Individualized Learning Plan will be created in eduCLIMBER to ensure access for those working with the student.

Process For Identifying Current Students

If English language proficiency concerns are noted about a current student who is not identified as an English Language Learner, the following process is used to determine whether or not the student is eligible for ELL services.

- Staff member requests a meeting with the Problem Solving Team (PST) to discuss the student's current academic strengths, weaknesses, test scores, and potential concern about the student's English language proficiency.
- ELL Program Coordinator (May delegate to appropriate ELL teacher) will contact parents/guardians to discuss language development.
- Team members, including a general education teacher, parents, ELL teacher, and principal conduct an initial meeting. HLS, language background, and academic progress are discussed.
- If sufficient evidence suggests potential identification, the ELL Program Coordinator will follow the rescreening process and possibly the Multiple Indicator Protocol outlined in the WI DPI EL Handbook.
- A follow-up meeting with the ELL staff member, principal, general education teacher, and parents will be arranged. A review of the language screener results and other criteria will be used to determine the student's English language needs.

Record Keeping

Each identified ELL student will have the following documents in an ELL Record and Behavioral Records File:

- Home Language Survey
- Parent Notification Form
- Plan of Service
- Individualized Learning Plan
- ACCESS for ELLs Individual Student Report(s)
- Reclassification Form
- Monitoring Form

All of the original documents will be maintained in the student's ELL folder, maintained by the ELL Program Coordinator. School secretaries will maintain copies and place into student's behavioral records folder with the assistance of ELL staff/coordinator.

The ELL Program Coordinator and the District Registrar are responsible for appropriate coding and record keeping within the Student Information System (SIS).

ILPs are to be additionally housed in eduCLIMBER for access by those working with the student.

Student Schedules

If student schedules must be created prior to the completion of the process, the student and families should be notified that future modifications may be made to the student schedule.

Assessment of the Need for ELL Services

The Beaver Dam School District uses the WIDA Screener Online for grades 1-12 and the WIDA Screener for Kindergarten tool for new students in the district. The language screener is administered by the ELL Program Coordinator or appropriate trained staff. It is given as soon as possible, but within 30 days of enrollment.

The district uses the state-wide ACCESS for ELLs (Assessing Comprehension and Communication in English State to State) to measure development of English language proficiency on an annual basis. There are three main reasons for using student assessment information:

- Classify students
- Determine individual needs of students
- Encourage and support student learning

During the ACCESS for ELLs assessment window, trained proctors administer the test. The testing window is provided to BDUSD by the Wisconsin Department of Public Instruction. All tests are sent out of district for scoring with results returned to the district according to WI DPI timelines.

The records of the ACCESS for ELLs test are stored by the ELL Program Coordinator. The coordinator provides copies for each student's records file. Also, test results are available to ELL teachers, all principals, the District Assessment Coordinator, and the Director of Teaching and Learning. Parent copies are mailed home within 30 days of receiving official reports as coordinated by the ELL Program Coordinator.

The Beaver Dam School District recognizes the importance of a student's educational history. Upon receiving a potential ELL student's cumulative file, the ELL Program Coordinator initiates a review of past academic services and records. Prior ELL/Bilingual services and/or assessments are beneficial in understanding a student's current academic status.

Parent permission for screening or administration of the ACCESS test is not required. Federal law requires that all ELL students be assessed yearly in English language proficiency in the areas of Speaking, Listening, Reading, and Writing. There is no parent or student opt-out and it is a standardized assessment.

Beaver Dam Schools provide an Individualized Learning Plan (ILP) for ELL students. Exclusions include those with parent refusal for services. Parental input into the academic plan is beneficial. This plan includes classroom accommodations and English language proficiency goals. It is designed to provide teachers and parents with the necessary means for ELLs to achieve academic success in school.

EL Programming

Program Staffing

The Beaver Dam Unified School District utilizes both licensed certified staff and highly qualified support staff to develop, deliver, and monitor EL programming.

Position	Description	Status
ELL Program Coordinator	<p>This position provides support across the school district in implementing the English Language Learners Program Plan.</p> <p>This includes, but is not limited to:</p> <ul style="list-style-type: none"> ● Supporting our ELL identification process <ul style="list-style-type: none"> ○ Coordinating district screening processes ● Coordinating and conducting ACCESS testing. ● Coordinating ILP creation with ELL Educators. ● Ensuring communication of ILPs to staff serving students. ● Ensuring proper record keeping and timelines. ● Maintaining program resources. ● Coordinating professional development, staffing, and services with the administrator overseeing the ELL Program. ● Planning, in conjunction with the BFL and department staff, the annual ELL family orientation event. ● Advising the administrator overseeing the EL Program on legal and program updates. ● Developing an annual budget for approval. ● Providing direct support for educators and students at a building of assignment. 	1.0 FTE, 200 Day Contract
Bilingual Family Liaison	<p>This position is not exclusive to the EL Program. However, the BFL supports families and students who may have language barriers in accessing education and in accessing community resources needed.</p> <p>The following portion of this role is related to the ELL Program:</p> <ul style="list-style-type: none"> ● Support registration for families and students who have a language barrier. ● Translate materials from schools for families and students. ● Support and conduct ACCESS testing. 	1.0 FTE

	<ul style="list-style-type: none"> • Conduct screenings as needed. • Develop and support EL Program parent education and outreach opportunities in coordination with EL staff. 	
ELL Teacher	<p>Supports the execution of the English Language Learner Program Plan. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Providing instruction and curricular support for educators of students in the EL Program. • Provide interventions for students in need of EL services. • Progress monitor students in the EL Program. • Conduct program assessments including screeners and ACCESS tests. • Support delivery of district and state assessments. • Support the delivery of professional development as needed. 	<p>Elementary: 2.0 FTE Middle School: 1.0 FTE High School: 1.0 FTE</p> <p><i>FTE is evaluated annually and modified based on student to teacher ratio and amount of need from students served by the ELL Program.</i></p>
ELL Tutor	<p>Supports the execution of the English Language Learner Program Plan. This includes, but is not limited to:</p> <ul style="list-style-type: none"> • Providing student support in the classroom. • Providing interventions and student support to students as designed by a licensed educator. 	<p>Elementary: 3 positions</p> <p>Middle School: 1 position</p> <p>High School: 1 position</p> <p><i>FTE is evaluated annually and modified based on student to teacher ratio and amount of need from students served by the ELL Program.</i></p>

Program Plan

All Levels	<ul style="list-style-type: none"> ● Utilize the WIDA Can Do philosophy and English Language Development Standards ● Utilize SIOP model for Sheltered English Instruction ● Provide access and support for district approved curriculum related to district adopted education standards.
Early Childhood	<ul style="list-style-type: none"> ● Driven by Individual Education Plan (IEP). ● Generally, guidance from the ELL Program Coordinator with no direct service for students.
PK/4K	<ul style="list-style-type: none"> ● Classroom based English Language instruction ● Guidance from the ELL Program Coordinator with no direct service for students.
Grades K-5	<ul style="list-style-type: none"> ● Sheltered English Instruction <ul style="list-style-type: none"> ○ Instruction that incorporates both language and content simultaneously using the Sheltered Instruction Observation Protocol (SIOP). The primary focus is on academic content learning with the acquisition of English being part of the instructional outcomes ● Integrated ESL <ul style="list-style-type: none"> ○ English learners are served within the general education classroom by a certified English Language teacher or paraprofessional. The ELL teacher or paraprofessional may be supporting ELs during a mini-lesson or wait for instruction to be completed before working in a small group. ● ELL Staff delivers support in the area of English language development per the district's Response to Intervention model. ● ELL staff collaborate with General Education staff to provide appropriate instruction and differentiate as necessary.
Grades 6-12	<ul style="list-style-type: none"> ● Sheltered English Instruction <ul style="list-style-type: none"> ○ Instruction that incorporates both language and content simultaneously using the Sheltered Instruction Observation Protocol (SIOP). The primary focus is on academic content learning with the acquisition of English being part of the instructional outcomes ● Integrated ESL <ul style="list-style-type: none"> ○ English learners are served within the general education classroom by a certified English Language teacher or paraprofessional. The EL teacher or paraprofessional may

	<p>be supporting ELs during a mini-lesson or wait for instruction to be completed before working in a small group.</p> <ul style="list-style-type: none"> ● Newcomer Bilingual <ul style="list-style-type: none"> ○ Students are served in a stand alone learning environment and receive content instruction in Spanish, along with the skills needed to bridge the content to English. Student’s home language is used to foster social and academic language development. This is a program for students at an English Language Proficiency of level 1 and in their first year in the country. ● ELL staff collaborate with General Education staff to provide appropriate instruction and differentiate as necessary. ● ELL Staff delivers support in the area of English language development per the district’s Response to Intervention model. <ul style="list-style-type: none"> ○ Interventions may include English acquisition courses conducted by an ELL staff member.
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EL Supports & Accommodations

[EL Intervention & Support Recommendations](#): This document shares recommendations for student support that may be utilized within the overall plan. However, each specific student’s need is analyzed to create specific plans based on resources available.

Monitoring Success of ELL Students

Each school’s School Intervention Team regularly monitors student data and progress. Students who are receiving English language intervention in addition to the classroom support will receive progress monitoring assessments on a monthly basis to inform progress. In addition, an annual goal based on ACCESS scores will be established to determine if the student is making adequate yearly progress. Modifications may occur based on this information.

Grading ELL Students

Grades and report card scores at any grade level should not penalize students for not reaching an overall 4.5 English proficiency on the ACCESS test. English learners must be given the opportunity to demonstrate what they know and are able to do. Instructional and testing accommodations should be made to gain an accurate measure of student understanding and progress.

- ELL students must receive the same report card that is used for non ELL students.

- Grades must be based on accommodations or alternative assignments appropriate for a student’s English language proficiency level.
- Students who are newcomers and/or identified with an English language proficiency level 1 may receive a grade of “N/A” or “Pass” for up to one semester if they are not able to demonstrate knowledge in the language of instruction or assessment, if their current instructional focus is language development, and they are making progress in their language development.

For more information, see the WI DPI EL Policy Handbook

Academic Content Assessments

State Assessments:

- ELLs must be given meaningful support to participate in WI state assessments. These supports are designed to allow students to show what they know and can do.
- Recently arrived ELLs are allowed a one-time exemption from ELA sections of any mandatory statewide assessment. Recently arrived ELLs are determined by:
 - Being in US schools for less than 12 cumulative months.
 - Not having taken the one-time exemption before.

For more information, see the WI DPI EL Policy Handbook

District Assessments & Benchmarks:

District assessments and benchmarks are meant to inform program effectiveness and monitor student progress. Since this information is used to support decision making and ensure student success, exemptions for these assessments are generally not provided for ELLs.

- All students taking i-Ready and other universal screeners should receive appropriate accommodations available.
 - Example: Math assessment may be taken in Spanish.
- District assessments and benchmarks that are not adaptive in nature (pre-ACT, Algebra Benchmark, etc...) may be exempted one time for students in their first semester of education in US Schools.

Classroom/Course Assessments:

ELLs should receive accommodations in order to fairly demonstrate what they know and are able to do without language being a barrier. This may mean alternative assessments designed for ELL students who are focusing on English language development.

Program Resources

<p>Grades K-5</p>	<ul style="list-style-type: none"> ● District curriculum resources for core curriculum available to all students. ● Math: <ul style="list-style-type: none"> ○ i-Ready online instruction for Mathematics ○ Number Worlds ● Literacy: <ul style="list-style-type: none"> ○ Intervention resources per district Rtl literacy intervention menu. ● EL Intervention: <ul style="list-style-type: none"> ○ Various resources are used that align to student needs. This
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	<ul style="list-style-type: none"> ○ includes materials available for district Rtl. ○ i-Ready Online Reading Instruction ○ Rime Magic ○ PRESS ○ SIPPS
Grades 6-8	<ul style="list-style-type: none"> ● District curriculum resources for core curriculum available to all students. ● Math: <ul style="list-style-type: none"> ○ i-Ready online instruction for Mathematics ● Literacy & EL Intervention: <ul style="list-style-type: none"> ○ Intervention resources per district Rtl literacy intervention menu. ○ iLitELL (Savvas)
Grades 9-12	<ul style="list-style-type: none"> ● District curriculum resources for core curriculum available to all students. ● Math: <ul style="list-style-type: none"> ○ ALEKs online Math Instruction ● Literacy & EL Intervention: <ul style="list-style-type: none"> ○ Intervention resources per district Rtl literacy intervention menu. ○ iLitELL (Savvas)

Individualized Learning Plans

- General Education Teachers, ELL Educators, and ELL Support Staff are all a part of meeting a student’s ILP.
- ILPs are kept in appropriate student files in addition to eduCLIMBER for all educators working with the student to access.

Annual Processes to Support ILPs

- Students new to the EL Program shall have an ILP developed per the identification process.
- ILP Modifications:
 - ILPs are modified by the associated ELL teacher as coordinated by the ELL Program Coordinator. Existing ILPs are adjusted in the Fall of each school year prior to the first day of class.
 - Upon ILP revision, the updated plan is placed in appropriate student records and placed in eduCLIMBER for staff access.
- Annual Communication:
 - The associated ELL teacher will notify staff in their school of assignment on how to access ILPs within eduCLIMBER. In addition, they will provide a list of ELL students along with the associated ACCESS scores, accommodations, instructional strategies and testing supports to serve as an overview for staff working with ELL students.
 - In situations where students change educators during the school year (ex: HS at semester), the information is to be shared again in advance of that change.
 - Parents will be invited to an annual ILP meeting to review the English language goals and English language proficiency progress of the ELL student.

Reclassification and Monitoring

Reclassification Process

Reclassification is the process of changing a student's status from EL to Former EL. Students will be reclassified to Former EL when they have acquired the necessary English language skills to independently participate in the classroom socially and academically. There are two tiers used to determine whether a student is clearly English proficient and ready to be reclassified.

When a student reaches level 5.0 composite on the ACCESS test, the student is automatically exited from the EL Program and reclassified to Former EL..

Students may also be considered for reclassification when they meet additional criteria to support they are fully English proficient. Students reaching levels 4.5-4.9 composite on the ACCESS test may be reclassified. The district follows the DPI EL Handbook process for reclassification. The Multiple Indicator Process is used to collect data that represents students' independent English language skills in the classroom with grade-level curriculum. The Classroom Observation MIP or the Language Artifact Portfolio MIP can be used to evaluate and provide evidence that a student demonstrates English proficiency with grade level content.

The district maintains MIP forms in students' ELL files and academic school records. Reclassification will take place by the end of the school year with plans for a two-year monitoring process. A member of the student's team and parents will review and complete the Reclassification Form and the student's ELP code will be changed to 6.0 in the district SIS prior to the third Friday of September snapshot.

Monitoring Process

In order to ensure success for all exited EL Program students, the school district will monitor a student's progress in academic areas for two years after being exited from the program. The student's two-year monitoring period begins the school year following the reclassification of a student from EL to Former EL. A student who is reclassified in May or June after ACCESS will begin monitoring in fall and end monitoring after two complete school years.

If after exiting from the ELL Program, a student experiences academic difficulties, the student's team will provide appropriate review. If the student is continuing to demonstrate academic or emotional difficulty, then a re-entry discussion and process may follow. This process includes a review of current supports and possible interventions. The ELL Program Coordinator or ELL teacher will administer the MIP to collect evidence of English language use. If this evidence shows the student is not English proficient, then the WIDA Screener Online will be administered to determine his or her English level. Re-entry would follow with parental notification, ILP process, and participating in the yearly ACCESS for ELLs assessment.

Parental Engagement and Support

- Translation for Families:
 - Argo Translation is the primary method of communication for phone calls and in-person situations in need of translation.
 - School and district communications and forms are translated into Spanish as coordinated by the Bilingual Family Liaison.
 - Events held by the district and schools have district staff available to translate.
- Parent Involvement
 - The ELL Educator assigned to each school site plans at least one annual parent education event. This is coordinated with the ELL Program Coordinator and Bilingual Family Liaison.
 - Efforts are made to provide additional program information during parent-teacher conferences for families in the program.
 - Parents receive an annual survey to provide input on program effectiveness.
 - The school district uses services and staff to provide translation services for families so that families can fully participate in school related activities.
 - The Bilingual Family Liaison provides outreach and support for families who have a language barrier. The purpose is to ensure a language barrier does not limit the families' ability to participate in their student's education.

ELL Students and Other District Programs

This section addresses equal access for ELL students to the full range of district programs, including special education, Title I, gifted and talented programs, non-academic and extracurricular activities.

Other Program Components

ELL students in Beaver Dam have every opportunity to participate in programs that enhance their talents. ELLs are eligible for EEN and Speech/Language evaluations in English and their native languages (resources may be limited for some languages, but efforts are made to provide valid and unbiased assessments). District specialists use numerous evaluation tools. School psychologists, ELL teachers/coordinator are part of the student's team. The district pupil services secretary and ELL Program Coordinator arrange services of bilingual psychologists who are able to identify exceptional needs using student's native language. We are able to provide bilingual Spanish assessments in the district with the use of a bilingual psychologist and/or interpreter assistance. Upon results of such evaluations, Individual Education Plans may be implemented or additional evaluations may be needed. Prior to and during an EEN evaluation for ELLs, the district follows the Rtl process designed for culturally and linguistically diverse students. The two guidelines that are used to guide an ELL/Bilingual evaluation are: Rtl Developing a Culturally and Linguistically Responsive Approach to Response to Instruction & Intervention for English Language Learners (WIDA) and the WI DPI EL Handbook.

ELL students also have equal access to gifted and talented identification and services. Each school promotes cultural awareness, diversity and sensitivity through developed programs that are open to all students. Culturally responsive activities and events are encouraged to include

values and characteristics from a variety of ethnic backgrounds. All ELLs are encouraged to participate in interest groups or clubs with their English-speaking peers. Secondary students are encouraged to choose electives that enhance their talents. In addition, ELL students may receive support from other non-ELL district programs such as Title I Schoolwide programming, Advanced Learner programming, At-Risk, PALs (Partners Are Learning), Response to Intervention supports, and several other programs offered throughout the district.

Equal Opportunity For Extracurricular and Nonacademic Activities

All ELL students are encouraged to participate in extracurricular and non-academic activities throughout the district. Sports, clubs, and organizations are optional activities that ELLs may choose to become involved in. Special circumstances allow for the waiver of particular fees, upon approval of the building administrator.

ELL students are made aware of extra curricular activities in the form of daily announcements, website postings, and/or newsletters. Efforts are made to provide Spanish written translations of info related to extracurricular activities. As needed ELL interpreters make phone calls to parents in order to explain or answer questions in their native language.

The district continues to work on methodologies to recruit ELLs involvement in social and peer interactions. Also continued efforts are made to form relationships with students and encourage them to interact with peers. This includes acquiring knowledge of culture, socioeconomic, lifestyle, and acknowledgement of differences.

Parent Notification Of Programs and Activities (Overcoming Language Barriers)

The Beaver Dam Unified School District makes ongoing efforts to communicate effectively with parents of ELL students. Upon enrollment of new students, we provide all registration forms in English and Spanish. Spanish interpreters can be arranged to assist parents with the registration process. Several building and program specific materials are also printed in Spanish (Kindergarten registration packets, after school programs, summer school, etc). The district provides interpreters for parent orientations, parent/teacher conferences, IEP meetings, and other meetings as needed. All grade levels have Progress Reports available in Spanish.

Each school year the ELL Department organizes and presents an ELL Parent Orientation Night. The event is designed to inform parents about community resources, school procedures, programs, activities, and other related K-12 activities. This is in addition to a parent education night for each school site serving ELL students.

Teachers use our Bilingual Family Liaison to coordinate translation of permission forms, share important school information, request parent contact, direct homework assignments, and other relevant information where digital services are not available. Health, lunch, registration/screening, truancy/discipline, and several other forms are in Spanish. The district website is a primary resource for information, the site has the Google Translate Feature. Items that are linked are translated as much as possible. The Bilingual Family Liaison continues an ongoing effort to interpret/translate for parents.

We provide each bilingual family new to the district information in regards to school and community resources that have been translated. This is coordinated by the Bilingual Family Liaison. Community organizations also partner to support notifying parents of school and community events and activities.

Annual Program Assessment & Continuous Improvement

Formal Annual Program Assessment and Report

At the conclusion of each school year, the ELL Program Coordinator, in collaboration with the program administrator, creates an annual report. The process to create the annual report includes data analysis in regards to student achievement and other relevant student information, input from staff, input from students, input from families, and recommendations for improvement in the next year of the program. The report will also include a report on progress toward program goals.

The report is prepared by September 30th of each school year, reflecting the progress in the previous school year. The Board of Education, through the Teaching & Learning Committee, will receive this report in written and brief presentation form from the program administrator in October or November of each school year. This timing allows for relevant data to be analyzed in preparing the annual report. The report will be provided in a document/PDF format that includes relevant data and narratives. This is considered a public report and shall not contain information not allowed for public review (Ex: Data that must be redacted due to sample size).

Interim Continuous Improvement

In addition to the formal annual report, efforts will be made for more frequent monitoring and adjustments to ensure the needs of students are met. The following will occur within each academic year:

- The ELL Program Coordinator will plan a meeting with ELL Staff during the month of August (likely during fall inservice) to review the program plan and necessary action steps.
- The program administrator will conduct a quarterly meeting with certified staff serving the EL Program. The purpose of this meeting is to receive information on what is working well and what needs improvement within the program.
- Data Analysis Meetings will be held with the ELL Program Coordinator and program administrator three to four times a year pending when data is released. This includes meetings to discuss universal screeners, ACCESS results, and state assessment results. In these meetings, the growth and achievement of students within the program are analyzed to ensure program effectiveness. Adjustments are recommended and made as necessary.

Program Review and Revision

The EL Program has checkpoints for review throughout an academic year. In addition, the effectiveness of the program is reviewed formally on an annual basis. Adjustments to the

program can and will be made as needed. In addition to this continuous improvement model, a full program review and revision process takes place in accordance with the Beaver Dam Unified School District's Curriculum Review Cycle. This initiates a process every six years.

This review process includes data analysis, a needs assessment, input from a review team, adjustments to the program, and supported implementation of changes. The review team includes ELL teachers, ELL Program Coordinator, and selected administrators and classroom teachers. Additional input is solicited from parents/guardians of students in the program, students in the program, support staff, and specialized roles in the district.

Appendix

Appendix A - Basic Information for General Education Teachers

The following is a checklist that can be used by classroom teachers to inform Tier I instruction. Some highlights include:

- Ensuring lesson learning targets are posted and made clear for all students.
- Ensure lessons make a connection to background knowledge or build background knowledge.
- Deliberately teach vocabulary that will be used in the lesson/unit.
- Design each lesson to include collaboration. This may be as simple as “turn and talk” activities that provide an opportunity for students to discuss with their peers.

The SIOP® Model – Lesson Planning Checklist

Lesson Preparation

- 1. Create clearly defined content objectives to display and review with students.
- 2. Create clearly defined language objectives to display and review with students.
- 3. Choose content concepts appropriate for age and educational background level of students.
- 4. Identify supplementary materials to make the lesson clear and meaningful.
- 5. Adapt content to all levels of student language proficiency.
- 6. Plan meaningful activities that integrate lesson concepts with language practice opportunities for reading, writing, listening, and/or speaking.

Building Background

- 7. Explicitly link concepts to students' backgrounds and experiences.
- 8. Explicitly link past learning and new concepts.
- 9. Emphasize key vocabulary (e.g., introduce, write, repeat, and highlight for students to see).

Comprehensible Input

- 10. Use speech appropriate for students' proficiency levels (e.g., slower rate, enunciation, and simple sentence structure for emerging ELs).
- 11. Explain academic tasks clearly.
- 12. Use a variety of techniques to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language).

Strategies

- 13. Provide ample opportunities for students to use learning strategies, (e.g., predicting, summarizing, categorizing, evaluating, self-monitoring, etc.).
- 14. Use scaffolding techniques consistently, assisting and supporting student understanding (e.g., think-alouds).
- 15. Use a variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions).

Interaction

- 16. Provide frequent opportunities for interactions and discussion between teacher/student and among students, and encourage elaborated responses about lesson concepts.
- 17. Use group configurations that support language and content objectives of the lesson.
- 18. Provide sufficient wait time for student responses consistently.
- 19. Give ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text.

Practice & Application

- 20. Provide hands-on materials and/or manipulatives for students to practice using new content knowledge.
- 21. Provide activities for students to apply content and language knowledge in the classroom.
- 22. Provide activities that integrate all language skills (i.e., reading, writing, listening, and speaking).

Lesson Delivery

- 23. Support content objectives clearly.
- 24. Support language objectives clearly.
- 25. Engage students approximately 90-100% of the period.
- 26. Pace the lesson appropriately to the students' ability levels.

Review & Assessment

- 27. Provide a comprehensive review of key vocabulary.
- 28. Provide a comprehensive review of key content concepts.
- 29. Provide regular feedback to students on their output (e.g., language, content, work, effort, etc.).
- 30. Assess student comprehension and learning on all lesson objectives (e.g., spot checking, group response) throughout the lesson.

Echevarria, J., Vogt, M.E., & Short, D. (2017). *Making content comprehensible for English learners: The SIOP® Model* (5th ed.). Boston, MA: Pearson.